STRUCTURED PROGRAM ASSISTANT

KIND OF WORK

Paraprofessional classroom training and/or lead work.

NATURE AND PURPOSE

Under general supervision, designs and delivers structured, developmental training programs to patients/residents to reduce individual dependencies and to decrease inappropriate behaviors using a variety of teaching techniques; performs related work as required.

EXAMPLES OF WORK (A position may not include all the work examples given, nor does the list include all that may be assigned.)

- Evaluates the functional levels of patients/residents to determine training needs through administration of standardized and non-routine developmental achievement test instruments; provides guidance to other paraprofessional staff in test administration.

- Plans educational, therapeutic and/or vocational training curricula so that individual deficiencies can be eliminated through activities and/or programs designed for one resident or a group of residents.

- Delivers classroom training modules to patients/residents through preparation of written lesson plans, development of teaching tools, direction of the work of classroom aides and so on.

- Records and evaluates effectiveness of classroom training to measure patient/resident progress and to redirect/modify curricula through design of data collection instruments, daily charting, periodic testing and observation of skills and behaviors against stated program goals.

- Feeds, toilets, grooms and diapers patients/residents - or supervises them in performing these activities - to ensure that their health and well-being of patients is maintained and to develop self-care skills whenever possible.

- Coordinates delivery of developmental programming to ensure training is delivered in a consistent manner by integrating data, observations and goals with residential staff.

- Implements behavior modification and self-care programs for patients/residents so that individual program plans are consistently applied through reinforcement of appropriate behaviors.

- Serves as a member of the interdisciplinary treatment team to develop goals and objectives for each patient/resident through analysis of progress/condition and presentation of alternative therapy recommendations.
KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

- Mental retardation and behavior problems sufficient to understand the physical and psychological limitations placed on human growth and development.
- Developmental achievement test instruments sufficient to administer them to evaluate individual functioning levels and assess training needs.
- The principles of behavior modification sufficient to instruct classroom aides in program methodologies and techniques.

Ability to:

- Develop activities and programs to eliminate individual dependencies.
- Write lesson plans.
- Implement social, motor, communications and self-care programs.
- Observe and document resident program progress.
- Assign, direct and evaluate the work of others.

SPECIAL WORK CONDITIONS

Employees in this class may be subject to unpredictable and hazardous patient/resident behaviors.

Est.: 11/83 T.C.: 4/84
Rev.: Former Title(s): Institution Structured Program Assistant